

CLOVER SCHOOL DISTRICT

604 Bethel Street
Clover, SC 29710

GRADES PK-12

ENROLLMENT 5,015 Students

SUPERINTENDENT Dr. Vickie W. Phelps 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

FISCAL AUTHORITY District Board/Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	2	0	0	0

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 29 out of 31 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Below Average	No
2004	Good	Unsatisfactory	No

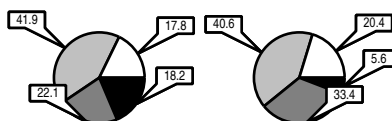
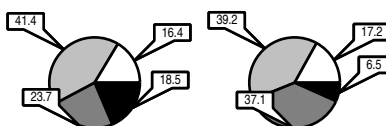
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	82.1	N/A	N/A	84.4	N/A	N/A
Passed 1 subtest	10.0	N/A	N/A	8.8	N/A	N/A
Passed no subtests	7.9	N/A	N/A	6.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	16.5	21.8
Seniors who met the SAT/ACT requirement	18.3	22.8
Seniors who met the grade point average	36.3	54.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,456	99.9	20.4	40.6	33.4	5.6	39.0
Gender							
Male	1,285	99.9	25.0	42.8	28.8	3.3	32.1
Female	1,171	99.9	15.3	38.1	38.5	8.1	46.6
Racial/Ethnic Group							
White	2,059	99.9	17.7	40.0	36.0	6.3	42.3
African-American	301	100.0	38.5	43.6	15.8	2.1	17.9
Asian/Pacific Islander	47	100.0	15.2	41.3	41.3	2.2	43.5
Hispanic	46	100.0	33.3	46.2	20.5	0.0	20.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,180	100.0	14.8	42.4	36.6	6.3	42.8
Disabled	276	99.6	66.8	25.8	7.4	0.0	7.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,456	99.9	20.4	40.6	33.4	5.6	39.0
English Proficiency							
Limited English Proficient	41	100.0	34.3	51.4	14.3	0.0	14.3
Non-Limited English Proficient	2,415	99.9	20.2	40.4	33.7	5.7	39.3
Socio-Economic Status							
Subsidized meals	860	99.9	35.6	42.8	20.7	0.9	21.5
Full-pay meals	1,596	99.9	12.5	39.4	40.0	8.1	48.1
Mathematics							
All Students	2,456	100.0	17.8	41.9	22.1	18.2	40.3
Gender							
Male	1,285	100.0	19.5	41.5	20.8	18.2	39.1
Female	1,171	99.9	16.0	42.3	23.5	18.2	41.7
Racial/Ethnic Group							
White	2,059	100.0	15.2	40.8	23.8	20.2	44.0
African-American	301	100.0	34.0	50.5	10.3	5.2	15.5
Asian/Pacific Islander	47	100.0	13.0	32.6	34.8	19.6	54.3
Hispanic	46	100.0	33.3	43.6	12.8	10.3	23.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,180	100.0	12.6	43.2	24.1	20.2	44.3
Disabled	276	100.0	60.7	31.1	5.8	2.3	8.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,456	100.0	17.8	41.9	22.1	18.2	40.3
English Proficiency							
Limited English Proficient	41	100.0	25.7	48.6	25.7	0.0	25.7
Non-Limited English Proficient	2,415	100.0	17.7	41.7	22.0	18.5	40.5
Socio-Economic Status							
Subsidized meals	860	100.0	32.0	44.8	14.4	8.8	23.3
Full-pay meals	1,596	99.9	10.5	40.3	26.1	23.1	49.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	353	100.0	11.5	26.8	52.0	9.7	61.7
	Grade 4	400	100.0	16.2	43.7	35.3	4.9	40.2
	Grade 5	463	100.0	24.5	51.9	22.7	0.9	23.6
	Grade 6	404	100.0	29.5	32.9	28.9	8.7	37.6
	Grade 7	421	100.0	24.2	44.9	28.5	2.3	30.8
	Grade 8	363	99.7	22.6	49.0	25.8	2.7	28.5
2004	Grade 3	382	99.7	13.1	24.0	48.3	14.7	62.9
	Grade 4	353	100.0	15.4	37.0	43.3	4.3	47.6
	Grade 5	399	100.0	20.3	50.0	27.4	2.3	29.7
	Grade 6	458	100.0	26.8	34.3	35.0	4.0	38.9
	Grade 7	445	99.8	23.6	46.9	24.7	4.8	29.5
	Grade 8	421	100.0	21.8	50.2	24.4	3.6	28.0
Mathematics								
2003	Grade 3	353	100.0	8.4	48.3	31.5	11.8	43.3
	Grade 4	400	100.0	8.4	36.9	31.0	23.7	54.7
	Grade 5	463	100.0	13.0	44.2	26.6	16.2	42.8
	Grade 6	404	100.0	16.6	32.6	23.9	26.8	50.8
	Grade 7	421	100.0	20.2	41.4	21.7	16.7	38.4
	Grade 8	363	100.0	27.2	48.2	16.3	8.3	24.6
2004	Grade 3	382	100.0	11.4	48.9	27.1	12.5	39.6
	Grade 4	353	100.0	10.8	39.0	26.5	23.6	50.1
	Grade 5	399	100.0	16.8	44.7	19.5	19.0	38.6
	Grade 6	458	100.0	13.3	35.2	27.4	24.1	51.5
	Grade 7	445	99.8	24.3	39.9	16.6	19.3	35.8
	Grade 8	421	100.0	29.9	45.9	16.3	7.9	24.2

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	394	99.2	12.7	27.6	29.8	29.8	59.6
Gender							
Male	215	99.1	17.8	28.7	30.7	22.8	53.5
Female	179	99.4	6.6	26.3	28.7	38.3	67.1
Racial/Ethnic Group							
White	321	99.4	10.2	24.4	31.7	33.7	65.3
African-American	50	98.0	23.9	41.3	26.1	8.7	34.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	18.2	54.5	9.1	18.2	27.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	338	99.1	7.0	27.3	31.4	34.3	65.7
Disabled	56	100.0	46.3	29.6	20.4	3.7	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	99.2	12.7	27.6	36.9	29.8	59.6
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	389	99.2	12.1	27.5	30.2	30.2	60.4
Socio-Economic Status							
Subsidized meals	83	98.8	27.3	35.1	24.7	13.0	37.7
Full-pay meals	311	99.4	8.9	25.7	31.2	34.2	65.4

Mathematics							
All Students	394	99.5	13.6	20.3	36.9	29.3	66.1
Gender							
Male	215	99.5	17.8	18.3	39.6	24.3	63.9
Female	179	99.4	8.4	22.8	33.5	35.3	68.9
Racial/Ethnic Group							
White	321	99.7	11.6	19.1	37.3	32.0	69.3
African-American	50	98.0	23.9	26.1	37.0	13.0	50.0
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	18.2	27.3	36.4	18.2	54.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	338	99.4	6.7	20.0	40.0	33.3	73.3
Disabled	56	100.0	53.7	22.2	18.5	5.6	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	99.5	13.6	20.3	36.9	29.3	66.1
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	389	99.5	13.7	19.5	37.1	29.7	66.8
Socio-Economic Status							
Subsidized meals	83	98.8	18.2	29.9	37.7	14.3	51.9
Full-pay meals	311	99.7	12.3	17.8	36.6	33.2	69.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	299	92.6%	284	16.5%	329	75.1%	N/A
Gender							
Male	144	91.0%	136	15.4%	162	68.5%	
Female	155	94.2%	148	17.6%	167	81.4%	
Racial/Ethnic Group							
White	257	94.9%	240	18.3%	276	79.0%	
African American	32	78.1%	34	0.0%	43	55.8%	
Asian/Pacific Islander	4	I/S	0	N/A	6	33.3%	
Hispanic	6	83.3%	6	33.3%	4	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	271	94.8%	259	17.4%	294	78.9%	
Disabilities other than speech	28	71.4%	25	8.0%	35	42.9%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	299	92.6%	284	16.5%	N/A	N/A	
English Proficiency							
Limited English proficient	3	I/S	0	N/A	2	I/S	
Non-LEP	296	92.9%	284	16.5%	327	75.5%	
Socio-Economic Status							
Subsidized meals	35	74.3%	36	11.1%	48	52.1%	
Full-pay meals	264	95.1%	248	17.3%	281	79.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	92.6%	96.2%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	329	822
Number of Diplomas	247	671
Rate	75.1%	80.6%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	490	489	520	505	1010	994
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.9	20.4	20.7	20.8	20.3	20.7	20.6	20.9	20.4	20.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 5,015)				
First graders who attended full-day kindergarten	93.5%	N/C	95.4%	97.2%
Retention rate	3.3%	Down from 3.5%	3.2%	5.3%
Attendance rate	96.9%	Up from 96.3%	96.7%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%		2.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%		2.5%	5.1%
Eligible for gifted and talented	19.1%	Up from 16.7%	21.5%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 8.4%	8.9%	10.9%
Older than usual for grade	3.3%	Down from 3.5%	2.6%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 2.1%	0.9%	1.1%
Enrolled in AP/IB programs	8.4%	Down from 12.3%	14.6%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	263	Down from 322	232	157
Completions in adult education GED or diploma programs	43	Up from 35	57	39
Annual dropout rate	4.6%	Up from 2.4%	3.8%	2.9%
Teachers (n= 364)				
Teachers with advanced degrees	54.4%	Up from 54.3%	55.7%	50.0%
Continuing contract teachers	91.2%	Up from 88.5%	84.4%	84.6%
Highly qualified teachers**	90.5%	N/A	93.7%	92.5%
Teachers with emergency or provisional certificates	1.2%		2.1%	4.4%
Teachers returning from previous year	91.7%	Down from 92.3%	91.6%	89.9%
Teacher attendance rate	96.1%	Up from 94.7%	96.0%	94.7%
Average teacher salary	\$43,805	Up 1.0%	\$42,041	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	9.6 days	Down from 11.0 days	9.9 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 0.5	7.3	3.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 19.1 to 1	22.1 to 1	21.0 to 1
Prime instructional time	92.1%	Up from 90.4%	91.5%	89.5%
Dollars spent per pupil*	\$7,935	Down 10.8%	\$7,302	\$7,217
Percent of expenditures for teacher salaries*	60.9%	No change	58.0%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.3%	Down from 99.0%	98.0%	97.3%
Number of schools	8	No change	17	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	5.1%	4.3%
Average age in years of school facilities	18	Down from 20	19	26
Number of schools with SACS accreditation	8	No change	17	8
Average administrator salary	\$71,190		\$71,365	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	20.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

In spite of increasing enrollment and revenues that are not commensurate with growth, the Clover School District is committed to maintaining its focus on quality instruction and high expectations at all levels. Accomplishments of the 2003-04 year demonstrate this continuing commitment.

The Clover School District was one of nine districts statewide that received an absolute rating of Excellent on the 2003 school report card. In fact, five of the district's eight schools received Palmetto Gold awards - the highest academic recognition provided by the state - for outstanding performance on PACT tests administered in the spring of 2003. An additional school received the Palmetto Silver award for its improvement in absolute performance on PACT.

In June, the SC Education Oversight Committee informed the district that four of its five elementary schools would be recognized for closing the achievement gap between the performance of economically advantaged students and disadvantaged students and between white students and African-American students. Rigorous criteria are used to determine which schools deserve this recognition. Statewide, only 107 schools were recognized for achievement in this area.

During the 2003-04 school year, the district implemented the MAP (Measures of Academic Progress) assessment program. These assessments were administered to students in grades 2 through 10. The MAP program matches the PACT standards, which are a part of the accountability system requirement. These MAP assessments give the district diagnostic information at the student, class and school levels. This diagnostic information has been and is being used to develop appropriate instruction for individuals and classes of students. The program will be continued in the 2004-05 school year and will be expanded to three administrations. The progress of students will be documented between each test interval to determine and improve the effectiveness of the instruction.

In May, Clover School District issued alternative diplomas to seven students who successfully completed a special education four-year course of study focusing on employment preparation. The ASSETS program (a program for developing Abilities, Skills, and Strengths to Empower a Transition of Success) requires students to successfully complete work training experiences in addition to required coursework and the development of portfolios. The awarding of the ASSETS diplomas recognizes the accomplishments essential for productive employment and independent living as students transition from high school into the community.

The district will continue to direct its resources in a manner that will ensure that each student in Clover has the opportunity to succeed.

Bill Jenkins, superintendent